The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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Just a Few Words

by the EDITOR

THIS will be the last issue in which the American Lutheran Church and Augustana share. In June we each have our quarterly "helps" issues. After that ALC will join ELC in the joint production of ELC's magazine, *The Lutheran Teacher*.

We are sorry to bid farewell to these good friends. ALC readers were less numerous than Augustana, but the co-operation of ALC staff, writers and others interested in parish education could not be surpassed. THE CHURCH SCHOOL TEACHER was truly a co-operative magazine. Both ALC and Augustana teachers profited from the exchange of thought and from the Christian brotherliness we all experienced. Director R. A. Vogeley of the American Lutheran Church has been a tower of strength to this editor and will be missed no end.

THE CHURCH SCHOOL TEACHER will go on as an Augustana publication. Later on, as we move into the Long Range Program with the United Lutherans, Suomi and AELC, we will again have a co-operative magazine. In the meantime our publication will be a family affair. It will be interesting to watch the developments. Often the editor thought the treatment of articles had to be too general to be effective for either ALC or Augustana readers. Now we can be as specific as we wish.

Making a change gives us opportunity to ask the readers: "What would you like to read in THE CHURCH SCHOOL TEACHER? What subjects should we treat next year? What changes should be made in the magazine? What gripes do you have? What encouragement?" It would be helpful to get your ideas.

From Your Director

by LAEL H. WESTBERG
Augustana Lutheran Church

THERE is good news for our Augustana vacation church schools. Two new courses have been published in the *New Augustana Lesson Series*. The first is JESUS, MY TEACHER for kindergarten. The second is FOLLOWING JESUS for primary. Next year four new courses will be published and the year following the series will be completed.

The new material is colorful and well worked out. The teacher's books are detailed and clear. My own feeling is that with these teacher's guides almost anyone who can read can teach. Some of our congregations began experimenting with non-Augustana material a few years ago because they felt our courses were out-dated. Some returned to our series because they felt it was superior in spite of not being so *new*. Now all congregations can use Augustana material and be sure it is the latest in method and easiest to use.

A revised vacation church school administration manual will be sent each pastor on or before April 15. If you have anything to do with the administration of your VCS be sure to see it. Or better yet, if you are the VCS director write to me for your own copy. The manuals are furnished by the Board of Parish Education at no charge, but we expect that no congregation will ask for more than two copies. The manual tells you step-by-step how to develop a first class school, how to train staff, how to keep records, etc. There is a simple style running through the entire manual describing things to do *before* the school, *during* the school, and *after* the school.

Vacation church school can seem like a formidable venture. But congregations holding them

have a glorious time. Housewives and husbands on vacation can get more recreation and more worn out in two weeks of VCS than in a month at the sea or lake shore. With plans so well worked out by the Board of Parish Education and with shiny new courses no church should be without a school.

Get a Copy

I try to pass along information about books and brochures. The "book of my month" is Paul Vieth's *The Church School.* This is a one volume encyclopedia for the pastor and superintendents, for the church council, for anyone involved in the administration of the church school. Every congregation should have at least one copy of this book. A particularly valuable section is chapter fifteen which lists 250 problems relating to organization, administration and supervision and gives references to pages on which the answers are found. The book sells for $2.50, and can be purchased from the Augustana Book Concern.

When Families Move is a brochure which may be obtained free from Allied Public Relations Associates, Att: Lillian R. Pierson, Vice-President, 787 Fifth Avenue, New York 22. It gives suggestions on how to make moving smoother and less of a shock to children and adults.

A "comic" style book takes the prize, however. It is the *Martin Luther King and Montgomery Story.* Every child and adult should read it. In our time there is no greater example of love in action than in the victory the Negroes won in Montgomery, Alabama. The "comic" sells for 10 cents per copy. I will be happy to order yours if you cannot obtain it in your community. I would like to see every church school teacher order enough copies for general distribution to his class.

Gift Supreme

by Justa Lee Allen—

She had no gem, not even a flower,
To give to show her love—
And love must give to live—
So she cast the gift of a lovely thought
Into the heart of a friend,
And gave as the angels give.

Director's Column

by R. A. Vogeley
American Lutheran Church

The Lutheran Teacher

YOU are reading The Church School Teacher. Since 1944 the Board of Parish Education of the American Lutheran Church has been privileged to co-operate with the Board of Parish Education of the Augustana Lutheran Church in their magazine for church school teachers.

Because the merging churches have withdrawn from participation in the Long Range Program and because of the coming merger, it became very apparent that the parish boards of those churches which will form The American Lutheran Church should begin to use together one teachers' magazine. Since we are using the Bible Storytime lessons we can provide enrichment suggestions for all of our preschool teachers. We are using the same vacation school material and sharing in the same clinics. This fall we will be using the weekday church school course, "Missionary Heroes," and can provide further resources for the teachers in the weekday church school. Thus our work is merging and using one magazine will expedite it.

Since the ELC has long issued The Lutheran Teacher, the parish boards of the ALC and the UELC voted to participate in The Lutheran Teacher. Plans have been made for the co-operative magazine. We will begin to share it with the September issue. Promotional brochures will be available at most district meetings and at our church workers' institutes. They will explain the plans for The Lutheran Teacher. Sample copies will be mailed to each congregation.

The Board of Parish Education of the American Lutheran Church and its director acknowledge with

gratitude the fine services rendered over the years to the American Lutheran Church by the Augustana Lutheran Church in sharing with us THE CHURCH SCHOOL TEACHER. Our special issues particularly have meant extra work to Director Westberg who also serves as the editor of THE CHURCH SCHOOL TEACHER. In behalf of all of our teachers, our Board, and our staff, I want to thank Director Westberg and his Board for permitting us to share over the years in THE CHURCH SCHOOL TEACHER.

Premerger Responsibility

In 1958 a great financial challenge is presented to the congregations and Sunday schools of the American Lutheran Church. You have read about the $6,400,000 question. The Sunday schools can share and support worthily the benevolence work of your congregation in 1958.

In 1957 designated support from Sunday schools to the benevolence work of the ALC amounted to $46,976. We are sure that many more schools contributed their funds as a part of their own congregation's budget and did not indicate the amount specifically given by the Sunday school. What would help you to present the general work of the church and the premerger responsibilities to your Sunday school?

Church School Feature Papers

We want to remind you again of the fine articles and the good information which the church school feature papers are continuing to present. This is especially true of the paper, *Steps,* which is prepared for the junior and junior high school age group. Editor Bonderud will be glad to receive any suggestions which will help to improve and strengthen the *Lutheran Youth, Steps,* or *Hand in Hand.*

Parish Workers' Convention

The Seventh Annual Parish Workers' Convention will be held as a part of the Illinois Church Workers' Institute, June 30-July 4, 1958, at Illinois Wesleyan University, Bloomington, Illinois. We hope that all regular parish workers and district parish workers will be able to attend this annual convention. The details of the program have been sent to each parish worker. Additional information was presented in the *Promoter.*

National Family Week

Several of our emphases in the Spiritual Growth Program need to be repeated constantly in our churches. One is the importance of family worship. This is an excellent time to remind the parents of preschool age children about the *Parent's Manual* in connection with Bible Storytime lessons and

the parents' class which many of our churches sponsor. We know no better way to strengthen home-church relationships and to help parents nurture their children than through parents' classes.

Do not forget to continue to promote attendance by the parents of primary, junior, and intermediate age children at the American Uniform Parents' Class.

We still seek any suggestions for revision and improving our American Uniform Lessons. Please be specific about your reactions regarding the lessons in Year II.

Phantasy

Though the winter snows lie white and chill
Along my way,
I see in the valley and on the hill
The blooms of May.

Though the winter winds blow keen and strong,
There comes a hush,
And my heart goes out to the soothing song
Of a sweet-voiced thrush.

—Edgar Daniel Kramer
in *The Wellspring.*

Information or Inspiration?

by W. G. MONTGOMERY

THERE is a beautiful story of a group of persons who had come together in Heaven in a friendly contest for the big reward which was to be given to the one who had done the most good while in the earth. All these contestants had accomplished a lot of good while upon the earth, and by recounting their good deeds, each one hoped he might receive the reward.

In that group were persons of various occupations, such as painters, artists, teachers, farmers, statesmen, gardeners, writers and so on, and in competing, each one told what he had done which might entitle him to the reward. Now, in that group was a venerable looking, sweet faced person who had remained silent while the others were telling of their work in the world.

So, when all had spoken, the angel in charge turned to this silent one and asked, "And you, my good friend, what did you do in the earth to entitle you to this reward?" Then the silent one answered, "I suppose I did nothing of great importance while there, and probably don't deserve a reward of any kind. I am here only as an interested spectator. You see, I was a teacher down there; and all these in this group were my students."

Suddenly, the contestants recognized their old teacher, and with a great shout, all together exclaimed, "Give him the reward, for it was he who inspired us to do what we have done!"

While this is only a story, I am sure it is true to life, and will be shown so when the final reckoning is made in the eternal world.

Probably many of us would be surprised at the large percentage of persons who became successful in life because they were inspired by some teacher. The boy, James Whitcomb Riley, was a mere drifter and never-do-well until an obscure teacher inspired him to pursue his talent, thus becoming the beloved poet of all America. Abraham Lincoln would never have reached the high position he attained had it not been for the inspiration he got from his teacher, Mentor Graham, in the village of New Salem.

The Rising Bell

I could use up the rest of this article in naming famous men and women who became so because some teacher had inspired them with wings to mount up. What little I have accomplished in life, which isn't much, could have been less had it not been for two of my teachers who had the power to "ring the rising bell" in the souls of their students. And I dare say that many of you, my readers, can recall some teacher or teachers who inspired you to climb up to where you are today. It was said of Louis Agassiz, that eminent educator, that he was so inspiring and warm hearted that students needed no overcoat in passing his house in Cambridge on the coldest days.

Another great teacher said, "If you will only come to my school I will wind you up so that you will never run down." No doubt many of you readers have springs in your soul put there by some teacher which have kept you going over the years. But information and knowledge alone will not do this. I had a number of teachers both in the state and church schools who were loaded with knowledge, but only two, as I now recall, ever inspired me to live for something bigger than myself.

Nor do I undervalue the worth of information. A teacher must be well informed before he can inspire others. A match, too, is very valuable but it must be struck before it can start a fire. And while information is highly important it is not likely to inspire students by just being recited in class. The encyclopaedia is full of information but I've never been inspired by just reading it. It was said that when Cicero spoke the crowd cried, "What a great orator"; but when Demosthenes spoke they cried, "Let us march against Phillip!" One could inform; the other inspire to action.

Inspiration, I would say then, must come through information plus something else. Information implies a fullness of life, while inspiration is the overflow of love, compassion, personality and zeal for useful living. We can give out to others only in proportion to

what we have in our own life. A stream can rise no higher than its source.

It is the water pressure in the main pipe that gives force to the stream coming through the faucet. A cup cannot run over until first of all it is full. And it is the overflow of the full life that nourishes and inspires others.

Ablaze with Glory

Someone has said, "When a pulpit is on fire there will always be people around to see it burn." Likewise, I would say that when a teacher is on fire with enthusiasm and love for others there will be no dullness nor lack of interest in the class session. And students will know whether the teacher actually believes what he is putting out or is just going through a professional routine. When Moses came down from the Mount his whole personality was so ablaze with glory that the people in the valley knew he had been with God. And today many of us are still in the valley, including the young, who need to be lifted up; and this, I feel, can be done only by leaders and teachers who have been with God.

The woman that Jesus met at Jacob's well seemed to be well informed about the various religions and customs of that day; but like other Samaritans and Jews, she had been drinking from broken cisterns and earthly wells and, of course, would thirst again. Then Jesus, the Great Teacher, said to her: "But whoever drinks of the water that I shall give him will never thirst. The water that I shall give him will become in him a spring of water welling up to eternal life."

Somehow, I feel that this statement is descriptive of the real leader or teacher. That he doesn't feed his class on foibles and fads and the flimsy amusements of the day but on food that gives spiritual strength. That he doesn't offer drink from leaky cisterns and stagnant pools but provides the living water that will keep their lives refreshed forever.

So, I would say that both information and inspiration are necessary to effective teaching. But there are so many different kinds of information that a distinction needs to be made. The trouble is that so many of us seem to know so much that isn't worth knowing. I am often shocked in observing quiz programs that so many contestants know so much about unimportant things and so little about the basic principles of life; so much about popular amusements, sports and the frivolous goings on of a day, and so little about fundamental things, such as history, the Bible, great books and realities that abide.

Breath In

While the teacher may be amused by some of these transient, trivial things, in addition he will need to be steeped in that more permanent and character making kind of information which will inspire students to great living. Without meaning to be technical, let me add that the word "inspiration" is from the term *inspiratio;* that is, *in,* "into," and *spiro,* "breathe." The world literally means the "breathing in" of a divine or uplifting influence; and I believe this is the greatest thing any teacher can ever do for a class. The causing them to "breathe in" something of the teacher's own dynamic personality and God conscious life.

Then it may be that somewhere in the after world old students will gather about that teacher and proclaim him or her the greatest of all and most worthy of the highest reward. And also as was said of some of the saints in Bible times, "That they may rest from their labors; and their works do follow them."

Spring Game

Spring came to my window
And smiled into my eyes,
And set my lips to laughing
In startled, glad surprise,
And set my lips to singing,
Then hastened to depart,—
Spring came to my window
And smiled into my heart.

—Edgar Daniel Kramer
in *The Wellspring.*

Building for Parish Education

by E. E. Christiansen
American Lutheran Church

Planning for the Auditorium

THE auditorium or social room should be large enough for the average needs of the congregation: usually large enough for 75% of the membership. Nine to ten square feet per person is usually considered adequate when persons are seated at tables; eight square feet per person when seated in rows of seats. The auditorium should be unobstructed by posts or pillars. The ceiling should be at least 9′6″ in height.

While stages are not being used as much today as in times past, they are almost a necessity for the large auditorium. Congregations interested in having a stage for programs or dramatics should study some of the newer methods of staging dramatic productions. Lighter and less costly equipment can be had today which will serve very adequately.

A well arranged kitchen should be included in the plans for an auditorium. Larger congregations may even find it advantageous to have small pullman kitchens or kitchenettes in or near other rooms which can be used for social purposes or youth activities. Thus several groups can meet simultaneously and serve refreshments without interfering with one another.

Sound proofing, adequate storage space, adequate ventilation and light, wiring for audio-visual and sound equipment should be considered in planning the auditorium in the parish education building.

Selecting Your Architect

The choice of an architect is one of the most important steps in the building program. In these days of specialization, no congregation should consider any building program regardless of size

without the services of a competent architect. Since each building is to be a work all its own, no ready made plans should be accepted. Choose your architect thoughtfully. A good architect doesn't cost more than a poor one. Do not select an architect because his fees are less than a competitor's. Since minimum fees are prescribed by the American Institute of Architects, expect to pay at least seven to eight per cent of the cost of the building, plus any equipment which may be the architect's responsibility.

An architect with some church connection will usually have a better understanding of your needs and problems. An architect with experience in public school buildings may be of invaluable service in planning educational facilities.

Some Architectural Don'ts

- Don't expect your architect to do your planning for you. He is an expert in design and construction, not in congregational program planning. You should have all your planning done and all your needs outlined before you engage your architect. (If he is engaged prior to the completion of this phase he may be interested in attending your planning meetings, so he can understand more clearly the feelings and needs of the congregation.)

- Don't expect him to perform miracles overnight. Creative work takes time. In larger projects, a year from preliminary drawings to working drawings is not too much time. Give your architect a free hand in designing the type of building you need. You always have the privilege of rejecting any preliminary drawings he may present.

- Don't let your architect begin work until you have signed a contract with him. This will avoid all sorts of possible difficulties. The American Institute of Architects has a standard contract that can serve as a guide. The contract contains the schedule of payments to be made to the architect for his services.

Your Architect's Services

1. *Preliminary Drawings.* These drawings are the architect's tentative solutions to the problems presented by the planning and building committee. These preliminary drawings may and should be reworked until a satisfactory plan and exterior design have been achieved. Eventually a final set of complete preliminary plans are drawn.

2. *Working Drawings.* These are the drawings used by all contractors and other persons responsible for the erection of the building. They should not be made un-

til complete agreement has been reached on the preliminary drawings. Included in the working drawings should be all necessary detail drawings, for such things as woodwork, windows, stairways, stone work, all sections, symbols, carved work, et.

3. *Specifications and Contract Documents.* Complete specifications for all materials to be used in the building should be insisted upon from the architect. Nothing should be left to the imagination of any contractors. Architects usually draw up specifications and contract documents for each person or firm involved in the building program.

Only contractors who are of unquestioned integrity, and who are mutually agreed upon by the architect and the congregation should be permitted to compete in the bids.

4. *Supervisory Services.* Architects usually provide supervision during the construction of the building. Where this service is available, congregations can be saved much difficulty and can be assured good construction.

It is extremely advisable for the congregation to require a building completion bond or a bonded guarantee that the building will not cost more than a stated amount. A completion bond usually costs one per cent of the cost of the building. It is a good investment.

Building by Sections or Units

Some congregations find it necessary to erect their buildings by sections or units. Where this is necessary it is important that the total plan and program be considered before any construction is begun. The preliminary drawings and sketches will include the total building program of the congregation. Working drawings should be prepared only for those sections or units which are to be erected in the current building program.

And so Forth

Planning for an adequate building for Christian education takes much time and thought. Such items as the type of heating, adequate toilet facilities, sufficient storage facilities, adequate ventilation and lighting, as well as the desire to create an orderly and cheerful atmosphere should be given careful consideration. Every age group should be given serious consideration and plans made to fit each into a comprehensive program. Since we are building for eternity, the best in terms of facilities and equipment should be our aim. Prayer should be the beginning point at every phase of program planning and building.

Note: This is the second in a series of two articles on building for parish education. The material for the two articles is taken from a manuscript prepared for the SOURCEBOOK *of Parish Education of the American Lutheran Church.*

News from the Iowa District

by Rev. Karl T. Schmidt
Waverly, Iowa

and Rev. Robert Floy
Greene, Iowa

► **American Lutheran Church**

BOTH of us who are writing this are new to the task which the Iowa District has assigned to us, but we shall try to give at least a small picture of the work of parish education as it is promoted in our District.

One important emphasis has been on the T. T. T. program. The ultimate goal is to have every teacher a trained teacher. To attain that goal, teachers were sent from each pastoral conference to the Church Workers' Institute at Blair, Nebraska. After receiving five days of intensive training, these teachers then went back to their home conferences to share what they had gained with other teachers in that pastoral conference. This Institute at Blair was only one of the Church Workers' Institutes conducted throughout the American Lutheran Church. We were fortunate in having a faculty of consecrated and devoted instructors.

While at this Church Workers' Institute, much more was gained than merely knowledge and information. Of course, we learned how to prepare a lesson. We were shown the proper teaching techniques. There was even a general survey of the materials and helps available in parish education. Added to that was the devotional and inspirational spirit which gives us the incentive to give unselfishly of ourselves in our teaching. The special inspirational speakers and the enlightening Bible study inspired everyone to new heights in His service. Not to be overlooked was the thrill of being part of a mighty army of consecrated Sunday school teachers from numerous states. It was a real thrill to see so many consecrated teachers bub-

bling over with enthusiasm for the work of teaching in the Lord's kingdom. Those individuals who attended a Church Workers' Institute benefited far more than they probably realize.

Good Results

These teachers trained at Blair, Nebraska, were put to work in our Iowa District zone meetings. Recent experience has shown, possibly because of distances involved, that the most successful promotion of teacher training in zones has been to concentrate on one Sunday afternoon and evening. The attendance at these meetings has been acceptable. And "specialization," that is, teachers trained to offer teachers of a particular department special aid, together with a Bible study period, made for a good reception of these zone meetings. While the results of such meetings are to a degree intangible, yet if we permit ourselves to take seriously the comments we have received, then the individual teachers who attended received very direct help, inspiration, and creative ideas.

Along with zone meetings there are still a few Sunday school teachers' "rallies." The teachers are voting to continue such rallies on the grounds that they do receive insights and inspiration through them.

In order to have an effective staff of Sunday school teachers in the local congregation, the members must be trained. Often it is thought that just anyone can teach Sunday school, especially in the younger classes; however, that is a serious mistake. At our District zone meetings, valuable training is received, but so much more can be gained by actual attendance at the 5-day Institute in 1958. Of course, the local congregation would pay the expense involved which is remarkably little. The results for the congregation would be tremendous. Any congregation that fails to send at least one teacher is missing a real opportunity.

Husband-Wife Teams

One of the new interests in the church and our District is the parents' classes and the Bible Storytime Year I and Year II materials. While we have only limited information, it indicates that these materials are well received. Not only parents but, in at least two instances of which we know, adults in general are using these materials on the grounds that they are understandable and make Bible study relevant to life's situations. Where organized into comparatively small groups, these classes make for real fellowship and study. They are also productive of teachers for the Sunday school. The suggestion of husband-wife

teams for teaching a Sunday school class is not amiss here.

The Parish Education Committee of the Iowa District last fall chose November as parish education month. It was suggested that particular emphasis during the month be placed upon the family altar. It was urged that every possible method be used to promote this within the local congregation. The Sunday school during the month was to give demonstrations of conducting the family altar and give parent and child encouragement to follow through at home on what they had seen. The various organizations of the local congregations were also to be encouraged to emphasize this in any way they could. In other words, every available resource of the congregation was to be used in promoting and emphasizing the family altar.

At this writing interest focuses on a meeting to be held at Fort Dodge in which the merger groups (ALC, ELC, UELC) will gather for a two day meeting to discuss concerns within their own groups as well as to think ahead toward the time when we shall work together as The American Lutheran Church. As a concrete effort in that direction, one day is devoted to the training of teachers who in turn will train teachers for Daily Vacation Bible Schools. These studies will revolve around the new materials put out by our church entitled "God's Holy Law." While this meeting is still in the future at this writing, it promises to open new vistas for continually growing emphasis and fresh possibilities for the entire program of parish education. Use will be made of the division of the state into new areas or zones for "clinics" to train teachers for the Sunday school and Daily Vacation Bible School. The meeting is intended also for the sharing of ideas, meeting of minds, and tentative planning for the future.

Bible Teaching Missions

In the Iowa District during 1958, as throughout the American Lutheran Church, Bible Teaching Missions are being planned in most congregations. The Board of Parish Education has prepared some excellent aids and suggestions. Materials have been produced which will guide us through five successive evenings of study of the Book of Jonah. The aim is to have the entire congregation present, and the children will meet in sparate quarters to study Jonah by means of materials prepared for them. The emphasis will be upon showing us how to study the Bible. A guest pastor is to be the leader of the adult group.

In preparation for these Bible Teaching Missions, training sessions for the pastors have been held throughout the Iowa District.

In attendance were 98 of our pastors, and an overwhelming majority stated definitely that they were planning for a Bible Teaching Mission in their local congregations. Bible study surely deserves all the emphasis it can get, and especially during 1958.

Even though there remains much to be done in parish education in the Iowa District, we are thankful to our gracious Heavenly Father for the divine guidance He has shown and the progress that has taken place. Greater strides in parish education can come about only when the local congregation is made more aware of the responsibility that God has placed upon them.

Age of Technology

"This is the prospect we face: the decision to destroy an enemy nation— and by inference our own—will be made by a radar set, a telephone circuit, an electronic computer. It will be arrived at without the aid of human intelligence. If a human observer cries: 'Stop, let me check the calculations,' he is already too late, his launching site is destroyed and the war is lost . . .

"This evolution from the push button era to the automatic push button era is inevitable. And when that day comes all of the 'human' considerations which might stay the hand of a war-monger will mean nothing . . . If the answer is not found in a very few years, there will be no need for the answer, because all that is left of humanity will be starting again the long climb from the stone age."

—Dr. W. H. Pickering, Head of Jet Propulsion Laboratory, California Institute of Technology, in *New York Herald Tribune,* Jan. 22, 1958.

"... and Ye Gave Me Meat"

A story of school feeding in Yugoslavia told by a writer who has lived several years in Belgrade and knows the country's problems and the needs of its children.

IF YOU will travel south by car for half an hour on one of the five paved roads out of Belgrade, the Yugoslav capital, you will come near to the village of Brestovik—population: 1,030.

Reaching this place from the main highway by a steep muddy road rutted with the tracks of wagon wheels (no railroad or motor car comes to Brestovik) you will find a typical Serbian village. The Yugoslavs describe it as "passive"—meaning it is economically undernourished.

This is a village where meat is seen on the table no more than once a week and the money for a new pair of shoes for one of the family must be saved up for months.

In the center of Brestovik is the whitewashed school house, easily the brightest spot in the village. On the steps leading to the entrance are plants in shiny cans which bear a familiar inscription:

"Gift of the people of America—Not to be sold or exchanged."

Inside are more of these cans and if you were to arrive at the school at 6 a.m. you would find Mrs. Todorovic, wife of the school master and herself the second teacher in the school, already preparing the breakfast that will be served to the school's 37 students at 10 a.m. and to which these cans contribute so much.

For this is one of more than 10,840 Yugoslav schools where children receive a breakfast based

on American surplus milk, cheese and flour sent to Yugoslavia under a joint Lutheran World Relief and Church World Service program and distributed through the Yugoslav Red Cross. In 1956-57 school year some 158,599,633 pounds were sent to Yugoslavia for this purpose and in the current year it is expected that some 163,465,000 pounds will be provided by this program in which 2 million Yugoslav school children are being assisted to better health.

The Daily Food

The breakfast program at the Brestovik school began only in December of 1956, but already the children look upon it as a permanent feature of their school day. So permanent that one 8-year-old, home sick with flu, refused to eat anything until his daily ration was brought to him by his friends.

To those who know what life is like in Yugoslavia, the need for the extra food provided by this program is only too clear. In fact, this meal is often the most important one the Yugoslav child has.

What, for example, does the child of Brestovik have before leaving for school in the morning? His morning meal probably consists of a piece of bread and perhaps an onion or cold beans left over from the night before. Then he starts off—if he is past the fourth grade he may have to leave at 6 a.m. and walk as much as three miles to the nearest "high" school.

Actually, the children of Brestovik are lucky to have the school so close. In such towns as Vranje in southern Serbia, or Kriva Palanka in Macedonia or many villages in the Bosnian hills, they must walk up to seven miles daily to school unless a truck driver picks them up—and they walk it on this meager cold breakfast. School lasts only for three hours—there are often two or three sessions per day in Yugoslav schools—but it is likely to be three or four p.m. before the child gets home and has the main meal of the day—usually hot beans, cabbage and potatoes, plus an occasional scrap of meat.

More Than Calories

With such a diet typical for most areas, it is no wonder that the Yugoslavs show enthusiasm for this program which provides their children with a mid-morning snack of at least a warm milk drink, a piece of bread and a slab of cheese. And because the Yugoslavs have concentrated on organizing school kitchens in areas where the standard is lowest, more than 90 per cent of the school children in Macedonia and Montenegro—the two poorest republics—are benefited.

The Yugoslav Red Cross, which is responsible for the program, looks upon the school feeding project as much more than just a means of providing extra calories. They hope that as a result of the program the entire diet of the people will be improved.

A recent issue of the newspaper *Borba* pointed out that the weekly milk consumption for the Yugoslav population is only a quart per person, while in Macedonia the average is but eight ounces per week—less than many American youngsters leave untouched at the bottoms of the many full tumblers they enjoy.

Nurseries for Ideas

The high incidence of tuberculosis and rickets is directly related to this low milk consumption and the Yugoslav authorities hope that, through this program, milk will become a permanent part of the Yugoslav child's diet.

The Red Cross program of sanitation goes right along with the school breakfast program, for at each school the children are required to wash their hands before receiving the breakfast. And the normal benefits of improved nutrition are everywhere apparent: the children are gaining weight, school attendance is better, concentration of the children is improved and a greater resistance to infectious diseases is noted.

Dr. Olga Milosevic—dynamic secretary general of the Yugoslav Red Cross, who worked for years to establish the greatly needed school feeding—has termed the school kitchens as nurseries for progressive ideas of nutrition and sanitation and the battleground against "antiquated customs and habits not only the matter of nutrition, but in the management of domestic economy in our village."

Parents Co-operate

Much voluntary effort goes into the program—and not surprisingly the greatest contribution has come from the parents. When Adam Todorovic, Brestovik schoolmaster, learns that new supplies for the program have reached nearby Grodska, he goes around to one of the parents and asks him to fetch the supplies by cart. Such local transportation is almost entirely handled by parents and can represent a considerable effort in isolated mountain villages in Montenegro and Bosnia where all supplies must be brought in before snow cut them off.

It is not at all uncommon for the parents to group together and chop down the wood which will be required for the cooking. In the Serbian village of Bubrevac, parents not only brought 40 carloads of wood to the school last fall but also built a new school kitchen with materials paid for by the lo-

cal government, donated a stove to the school kitchen and dug a new well so that the school kitchen would have fresh water.

Other contributions are made according to what is needed. In Borovska, Macedonia, for example, the parents built ovens for the baking of bread for the program; in Bistrica, Serbia, one of the mothers bakes the bread; in other areas the bread may be baked by the Army or by a local baker who is paid by official or parent contributions. Parents help with the school gardens and with the canning of fruits and vegetables.

And the students also play an important part. Last fall, the children of Moste County in Slovenia gathered 14,000 pounds of apples to be used for the school programs. Village girls help prepare the food at many schools. Children supervise and help with the actual serving and take an active part in decisions concerning the program.

(School feeding programs in areas of need overseas are an important part of the ministry of our Lutheran churches. Your contribution to Lutheran World Action will help insure the continued effectiveness of our service to millions of the undernourished children of the world.)

The Mission of the Church -- Then and Now

Once the missionary went from a church that sent to a people who received. Now churches both send and receive. Once the missionary went largely from one part of the world to another. Now he goes from all parts into all. Men and women go without regard to direction, or culture, or continent in order that people everywhere may hear in their own tongues the wonderful works of God. Missionaries not only bring their hope, their faith, their love; they also receive the treasures of God in churches of other lands.

From a Message to the National Council of Churches by the Division of Foreign Missions.

Article Five

Learners All

IN THIS article we shall consider the last of our three major laws of learning called "effect." In the last article, concerning the other two laws, "readiness" and "exercise," it was stated that many educators no longer use these designations. Many, in fact, do not even use the word "law" or "principle." The reason for using them in this series of articles was also stated. It is simply a way of looking at the learning experience from another viewpoint. So if we remember that we are looking at the same person and process again, and that there are overlaps with other viewpoints, it will help us both to realize how complex the personality and the learning experience are, and also to get some kind of organization into our consideration of what actually is too complex to be organized. Such organization will provide at least some major points at which we can take hold of the problem.

We shall also in this article see the complexity and inner unity of the laws of learning in themselves. Even in the consideration of this law of effect we are faced with a problem. Shall we consider it by breaking it down into a positive and negative effect? Satisfaction and dissatisfaction? Or shall we consider it from the angle of externally and internally produced effect? Perhaps we had better do both.

Satisfaction or Dissatisfaction

It is only common sense to say that the effect of a learning experience on the learner may be either satisfactory or not satisfactory. The effect is either good or bad, or predominantly one or the other. If the learner feels a sense of accomplishment, it is good. He has experienced satisfaction. If on the

other hand he feels that the session was not worthwhile, he will be "closed" to any learning that might have been gained. He will be "shut off" from the real experience that was possible. So the effect will be bad.

It matters not whether the experience was unsatisfactory in whole or in part; it may still be unsatisfactory if the dissatisfaction outweighs the satisfaction. Nor will it make any difference in the outcome if the dissatisfaction stems from dislike of the subject matter, dislike of the techniques employed, or dislike of the teacher.

Make Learning a Joy

Satisfaction and dissatisfaction are emotional responses. And the emotional tone of a learner determines the real effect of any learning experience. If he is "open," and receptive, there will be a smooth, unobstructed channel for the experience to enter the innermost part of the personality. If, on the other hand, the learner is "closed," uncommunicative, or even sullen, little effective learning will take place. And the little that may take place will be quite ineffective. It may even be undesirable.

It may be in place to recall that learning does involve real work on the part of the learner. Some of it is chore work. This cannot be avoided. And certainly there is none among us who would go so far as to say that nothing should be learned that the learner does not want to learn. This is an extreme form of progressivism in education, and cannot be condoned. On the other hand we should strive to make each learning experience as attractive as possible by relating it to life and using techniques that the learner enjoys. Even Luther said that we should strive to make learning a joy for our children. This does not mean that it has to be "fun" in the childish sense. But we certainly need not be so inconsiderate of the needs and capabilities of the learner that we strive to make learning difficult and uninteresting! This result is often true in Christian education. Should we seek to make God, our loving, heavenly Father, as unattractive as possible? That is often the result, since the learner associates what he learns with the experience in which he does the learning! If that is not satisfactory, the content of the session will also seem undesirable.

This section of the subject under discussion might be concluded with the following definition of the law of effect. *The effectiveness of a learning experience is directly related to the degree of satisfaction which the learner obtains in the learning experience.*

Extrinsic or Intrinsic?

As already indicated, the effect of an experience on a learner may be produced by a variety of things. He may find satisfaction in the content or in the procedures of the session. If the methods fascinate him, methods such as good projected pictures or an interesting activity, he may be happy in the learning situation even though the subject matter under consideration may not seem too vital to him. He will learn more effectively. He will more readily associate the new with previous learning that is related. Even more important, he will more readily assimilate what is learned so that it becomes a part of him. His attitudes, sets of values, his desires, all will be more readily influenced.

On the other hand, if class procedures bore him, even if he has an interest in the subject matter at the beginning of a session, the effect would be dissatisfaction. This is particularly true if the teacher dominates to such an extent that she is always talking, giving no time for asking questions, discussion, for association and assimilation. After all, the learner must do the learning; no teacher can do it for him!

When, as described in the two paragraphs above, the *techniques* of a session produce either satisfaction or dissatisfaction, it can be called "extrinsic," that is, outside. When it is a sense of accomplishment regardless of the techniques employed, it is "intrinsic. In the above paragraph the two are really blended. It is often difficult to detect where the extrinsic becomes intrinsic. It is always our goal in learning that satisfaction stem from this sense of accomplishment, and that the learner feel dissatisfied with himself if he has not done his best.

A sharper difference between extrinsic and intrinsic is seen when we consider extrinsic as the effect produced by praise and rewards, and by censure and punishment. These are the extreme forms of extrinsic effect, for it is nothing in the learning experience that produced the effect, but simply something added by the teacher. These extrinsic devices may indeed be necessary, but they are never an end in themselves. They must be used with good judgment, and only as a means to recapture and maintain attention, so that the continued attention and participation may result in an intrinsic or inner effect within the learner.

Relation of Effect to Other Laws

As knowledge, mental skills, emotional needs and desires, and spiritual aspirations are all blended together and work together in the person, just so the "laws" of learning are one, but viewed from various angles. This is done so that we may not overlook any impor-

tant considerations of this subject.

Did you notice how often the words "interest" and "attention" occurred in the section above? These are words we considered at some length in the last article under the law of readiness. But although that is the first point at which they need consideration, they crop up again and again, as above. Readiness and effect then are simply different viewpoints of the same law. The same is true of exercise. The close relationship and inner unity of exercise and effect is seen in the paragraph above where techniques and methods are mentioned which tend to help the learner move from an extrinsic to an intrinsic effect.

All of the laws of learning, in turn, have a direct relationship to motivation. In fact, we might call motivation the sum of all learning principles. We shall deal with that subject in our last article. It will be considered in connection with needs and the satisfaction of needs, which is a very much neglected area in Christian education.

A rather pompous city man, turned farmer, was showing a small lad over his acreage. He bragged incessantly of his accomplishments, finally concluding with the proud boast: "And I grew it all by myself, sonny. Started out with nothing, and now look at it!"

"From nothing?" echoed the duly impressed lad. "Without even a seed?"

Christian Stewardship Phases

by T. A. KRUEGER
Stewardship Department
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CHRISTIAN stewardship has been defined as "the complete use of me and mine for God and man." However, in the practice of stewardship the "me" is often pushed into the background and the "mine" is limited to material things. Before they heard a lecture or participated in a discussion on the subject, eighty Sunday school teachers at a Church Workers' Institute were given four minutes to write out their definition of Christian stewardship. Only one limited stewardship to material things or money. Such an experience is refreshing and encouraging.

Money is only a phase, not necessarily the most important phase, of Christian stewardship. To arrive at a fuller understanding of Christian stewardship, the prominent phases of this truth must receive our careful attention. This in turn will enable us to teach stewardship with greater enthusiasm, urgency and integrity.

Stewardship of Prayer

Prayer has been and will continue to be the subject of many a Sunday school lesson. When teaching this important subject all of us have, without a doubt, emphasized God's love for us and our love for God as the proper motivation for prayer. We have also spoken of praying in obedience to God's command or invitation. cf. Matthew 7:7. We, no doubt, have also emphasized that spiritual and physical needs should move us to pray; and spoken of the stewardship of prayer. However, have we pointed up the stewardship implications of prayer?

Even though Christians are in constant communion with God, there nevertheless are stated times for prayer, e.g., morning prayers, evening prayers, prayers at wor-

ship, prayers in sorrow and joy, etc. It takes time to pray. Furthermore, prayer calls for the use of talent. When we pray, our mind and speech become involved. This God-pleasing use of time and talent in prayer needs to be pointed out and encouraged.

Stewardship of Speech

'But I say unto you, that every idle word that man shall speak, they should give account thereof in the day of judgment." Matthew 12:36. These are startling words. In this day and age when there is so much foolish, superficial, needless, harmful and even sinful talk the words of Jesus concerning the responsibility for idle words needs to be brought back into the consciousness of God's children. We are responsible for the words that we speak. God holds us accountable for them. If we recognize this, we will choose our words carefully and know well their purpose and intent.

Stewardship of the Gospel

We cannot be selfish with the good news that Jesus Christ has saved us from our sins and through faith makes us forever blessed. Jesus said, "Teach all nations." "Preach the Gospel to every creature." As believers the love of Christ constrains us to pray, to give and to work for the coming of Christ's Kingdom. The mission potential of the Sunday school pupils must be recognized. Contacts in school, on the playground, in the neighborhood, and in the home are often opportunities to tell the story of Jesus and His love. For the child "all the world" often begins in his own backyard.

Stewardship of the Soul

This is closely linked with the stewardship of the Gospel but there is this difference, in that it points up responsibility toward a brother who has trespassed against us. Matthew 18:15-20. The import of this passage is *winning the brother* who has offended us rather than getting him put out of the church and justifying ourselves. Surely teachers and pupils alike need to learn and to practice forgiveness.

The other passage, Matthew 18:1-6, deals with offending little ones—leading them into sin. Can we Sunday school teachers ever again face a class of "little ones" without prayerful and careful preparation? Can we ever again take a belittling attitude over against these "little ones" redeemed with Christ's blood and made His own through the washing of regeneration?

Stewardship of Substance

Jesus said, "For unto whomsoever much is given, of him shall be much required." Luke 12:48. St. Paul wrote to the Corinthians, "Upon the first day of the week let every one of you lay by him in store, as God has prospered him."

1 Cor. 16:2. Many other passages could be cited which set forth the stewardship of material blessings. In every Sunday school series lesson upon lesson invites the teacher to encourage the pupil to give the first fruits prayerfully, regularly, proportionately and intelligently to the Lord.

Stewardship of Death

When the writer contemplates this stewardship, he is drawn to Calvary's Cross, there to hear the Savior pray, "Father, into Thy hand I commend my spirit." Thus the Chief Steward went home to His father. May we, as understewards, follow His example.

For Augustana Teachers!

Whet the interest of your intermediates and seniors for reading "Hermits and Monks" in the May 18 issue of *Teen Talk*. This article traces the early Christian church—as it came to be accepted rather than persecuted.

When it became the "popular" thing to become Christian the church became weak and worldly. In seeking discipline and self-denial monasteries came into being.

The article traces the missionary work of early monks, and other work, such as Bible translating and copying—which helped to preserve Christianity. Corruption tarnished the monastic system until Martin Luther sparked the decline of monasteries as centers of church life.

The Shy Ones

by Evelyn Witter

A GROUP of teachers from the various departments in our Sunday school met occasionally to discuss and study problems we had in common. One problem we discussed was SHYNESS. This personality trait, it seemed, did not exist in only one age group, but could be found in children from pre-school to adults.

The subject of shyness interested me most because it was one about which I knew the least. I could recall a dozen or more shy children whom I had had in my classes. I had been concerned about them, but the boisterous, or the forward child always got more attention from me. I knew this was wrong. An overly shy child needed help as much or more than did the clamor-for-attention child.

The teachers' group discussed shyness in three separate meetings. In this report of what was said at those meetings, I have condensed the remarks and discussions. In those meetings SHYNESS was divided into five parts: 1. symptoms of shyness, 2. handicaps of shyness, 3. cases where shyness did not cause a disadvantage, 4. reasons for shyness, 5. how to help the shy child.

The discussions began with Mrs. Ruff, the kindergarten teacher. She said: "In our department we can soon spot the shy child. When such a child comes to us he is usually the one who is ill at ease and awkward in the presence of others. Or perhaps a shy child is the one who has too little to say, blushes and looks away from the teacher when she is talking to him.

"Then too, we have had children who peek into the room before they enter and if they see any strangers there, they disappear.

"Some children show shyness by pretending that they like to play or work alone."

"What would you say was the greatest handicap in a child's being shy?" I asked.

"Well," replied Mrs. Ruff thoughtfully. "The greatest handicap is that teachers might misunderstand the shy child. Some shy children, who have come to our department, have been thought to be lazy, or careless, or stubborn, or stupid. In most cases these 'tags' were not the true reasons for the child's poor adjustment."

Not Always Disadvantage

Then Mrs. Marvin of the Senior Department spoke up: "I don't feel that shyness is always a disadvantage," she said. "We have a high school boy in our department right now who is excessively shy. His very shyness arouses the maternal instinct in the teachers, and I think this is the reason we give him so much added attention.

"Then there is Alice, a high school junior. She is one of the shyest girls I have ever known, and one of the most popular. I think her shyness gives the impression of coyness actually, and makes her very attractive to others.

"Joe Musiello, who is too shy to make many social contacts, has more selective friendships that are lasting and dependable."

"Then you don't believe shyness is a real problem?" I inquired.

"Oh, I didn't say that," Mrs. Marvin hastened to say. "I just meant that in some cases it is not a disadvantage at all."

"I think those cases are the exception," said Mrs. Swanson, the teacher of the ten-to fourteen-year-olds. "We are very concerned about shyness in the Junior Department. It may not be a disadvantage to some, but I believe it is a big hindrance to most. The shy children in our group seem to be the ones with too few friends; they are the ones who seem lonely and unhappy.

"We are trying to help these Juniors by trying to determine the causes of excess shyness."

Home Surroundings

"We have been working along the same lines," said a teacher of ninth graders. "And we have found that children from poorer homes feel insecure and become shy because of home surroundings."

"Yes," added Mrs. Swanson. "We have found that to be true too . . . plus such things as improper clothing, foreign customs at home, lack of money . . . all these things contribute in making a child feel insecure."

Mrs. Ruff spoke again: "In the kindergarten we have found a peculiar pattern of shyness-causes. For example: often the shy child

is the oldest in the family. Several of our children were the only children for four or more years and had undivided parental attention. Then when this child comes to our kindergarten group he is at the stage of sharing attention at home with a new baby, and the result is that this older child often withdraws, feels unwanted, and loses self-confidence."

"The repercussions of new babies are felt in the Primary Department too," I said. "But there is still another reason for shyness in some of our Primary children. I think over protection or severity is often the underlying reason. Some children haven't learned early enough to play and work well with others because parents wouldn't let them out of their sights. Some children haven't learned the least bit about being independent because they have been given no responsibilities.

Too Severe

"And then there are a few parents in my group whom I feel are too severe. Take the case of Johnny Ecklund. He tells us occasionally of all the threats of punishment his parents put before him. He gets little or no praise at home when he does do well. The emphasis is all on wrong doing. I think that's why Johnny feels insecure and fearful outside the home . . . why he acts so shy and bashful."

The kindergarten teacher was the next to speak. "I think complaints from parents about the expenses of raising children, or the fact that they wanted a girl instead of a boy (or visa versa) discussed in front of a child, are sure to make him feel insecure and therefore shy."

"The high school people are at the age where they over-emphasize physical appearance," interjected Mrs. Marvin. "If their physique doesn't measure up to standards, or if they wear thick-lensed glasses, or have a big nose, or some other outstanding characteristic that they don't consider desirable, they brood about it to such an extent that it makes them shy and retiring."

Slow and Easy

"And if they have developed shyness before adolescence then the marked physical development of adolescence makes them even shyer," added Mrs. Marvin.

"How are we going to help these shy children . . . all the way from kindergarten to the Senior Department?" I asked.

"I think," answered Mrs. Swanson, "the first way we can help is by remembering it is best not to push a child forward in our desires to help him get over being shy. If he is timid about expressing himself don't ask him to get up and talk before the whole department. Let him talk to small, familiar groups first."

Mrs. Ruff said: "In this matter of helping . . . in the kindergarten we have made it a point never to compare children to each other. Like: Tommy, why don't you color inside the lines as Mary does. Instead we have found it helps the shy child to compare him to himself. Like: You colored the flowers Jesus loved much better this Sunday than you did last Sunday.

"However, if Tommy hasn't really done better, then it is best not to say anything. A sensitive child knows whether he is deserving of praise or not. But whenever it is possible, call attention to something else Tommy has done well."

"In the Primary Department," I said, "we let the shy child assume independence gradually. At first we give him small jobs like helping pass supplies, then standing up front to hold the collection plate, then later perhaps we ask him to exhibit some of his table work, and eventually urge him to lead in prayer or song or speak a few words to the entire group about what his individual class has been discussing."

Mrs. Marvin nodded in agreement. "It is only through gradually building up a feeling of self-confidence that any shy child of any age becomes less timid.

"And I think we all agree," summarized Mrs. Swanson, "that it is most important for a teacher to discover the shy child's interests and to cultivate those interests all she can. We should all try to help the shy one do something so well that others will admire and approve. Having done well, a shy child can be at ease and happy."

At the close of our meetings on SHYNESS we had all decided that as teachers we could help our shy pupils most by learning to recognize signs of shyness, know the handicaps children suffer because of shyness, learn the reasons for shyness, and then use gradual, patient means to give the child self-confidence.

So It Goes

Paderewski appreciated fine food. After a dinner at his favorite restaurant, he told the waiter: "The fish was excellent, the meat delicious, and the dessert very good." The waiter went to the kitchen, but soon came back and said to Paderewski: "The chef wishes to thank you, sir, and wants me to tell you that the soup was good, too."— NICOLAS SLONIMSKY, *Etude.*